

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ

ШЕТ ТІЛІ КАФЕДРАСЫ

Қазақстан тәуелсіздігінің 30 жылдығына арналған
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ОҚЫТУ ТӘЖІРИБЕСІ ЖӘНЕ ИННОВАЦИЯСЫ»**
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TECHNOLOGY OF CREATIVE THINKING IN TEACHING FOREIGN LANGUAGES

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Thinking as a complex cognitive process

Thinking is the highest stage of human cognition, the process of reflecting the surrounding real world in the brain, based on two fundamentally different psychophysiological mechanisms: the formation and continuous replenishment of concepts, ideas and the conclusion of new judgments and conclusions. Thinking allows us to gain knowledge about such objects, properties and relationships of the surrounding world that cannot be directly perceived with the help of the first signal system.

The first feature of thinking is its mediated nature. Thinking is always based on the data of sensory experience - sensations, perceptions, representations and on previously acquired theoretical knowledge. The second feature of thinking is its generality. Generalization as the cognition of the general and essential in the objects of reality is possible because all the properties of these objects are related to each other.

Thinking is the highest stage of human cognition of reality. The sensory basis of thinking is sensations, perceptions, and representations. Through the senses - these are the only channels of communication of the body with the outside world - information enters the brain. The content of information is processed by the brain. The most complex (logical) form of information processing is the activity of thinking. Solving

the mental tasks that life puts before a person, he reflects, draws conclusions, and thereby learns the essence of things and phenomena, discovers the laws of their connection, and then on this basis transforms the world. Thinking acts mainly as a solution to problems, questions, problems that are constantly put forward to people by life. Solving problems should always give a person something new or new knowledge.

The search for solutions can sometimes be very difficult, so mental activity, as a rule, is an active activity that requires focused attention and patience [1;4].

The objective material form of thinking is language. A thought becomes a thought for itself and for others only through the word - oral and written. Thanks to language, people's thoughts are not lost, but are transmitted as a system of knowledge from generation to generation. However, it is worth noting here that the connection between language and thinking has always been one of the most intractable issues.

Language and thinking

Most researchers believe that thinking can exist only on the basis of language and identify language and thinking. Even the ancient Greeks used the word "logos" to denote words, speech, spoken language and at the same time to denote reason, thought. They began to separate the concepts of language and thought much later.

Wilhelm Humboldt, the great German linguist, the founder of general linguistics as a science, considered language to be the formative organ of thought. Developing this thesis, he said that the language of the people is its spirit, the spirit of the people is its language. Another German linguist, August Schleicher, believed that thinking and language are as identical as content and form. Philologist Max Muller expressed this idea in an extreme form: "How do we know that the sky exists and that it is blue? Would we know the sky if there was no name for it? Language and thinking are two names for the same thing".

Ferdinand de Saussure (1857-1913), the great Swiss linguist, in support of the close unity of language and thinking, gave a figurative comparison: "language is a sheet of paper, thought is its obverse, and sound is the reverse. You cannot cut the front side without cutting the back. Similarly, in language it is impossible to separate either thought from sound, or sound from thought. This can only be achieved by abstraction." And finally, the American linguist Leonard Bloomfield argued that thinking is talking to yourself.

However, many scientists hold the opposite point of view, believing that thinking, especially creative thinking, is quite possible without verbal expression. Norbert Wiener, Albert Einstein, Francis Galton and other scientists admit that they do not use words or mathematical signs in the process of thinking, but vague images, use a game of associations and only then translate the result into words.

Many creative people - composers, artists, actors - can create without the help of verbal language. For example, the composer Yu.A. Shaporin lost the ability to speak and understand, but he could compose music, that is, he continued to think. He retained a constructive, imaginative type of thinking. Some researchers (D. Miller, Y. Galanter, K. Pribram) believe that we have a very clear anticipation of what we are going to say, we have a proposal plan, and when we formulate it, we have a relatively clear idea of what we are going to say. This means that the sentence plan is not based on words.

Fragmentary and curtailed reduced speech is a consequence of the predominance of non-verbal forms in thinking at this moment.

Thus, both opposing points of view have sufficient grounds. The truth most likely lies in the middle, i.e. basically, thinking and verbal language are closely related.

Types of thinking

Since thinking is a complex cognitive process, we can distinguish several types that are responsible for a certain kind of our activity. Types of thinking can be somewhat conditionally classified on such various grounds as:

1. According to the genesis of development, thinking is distinguished: visual-effective, visual-figurative, verbal-logical and abstract-logical.
2. According to the nature of the tasks being solved, thinking is distinguished: theoretical and practical.
3. According to the degree of expansion, thinking is distinguished: discursive and intuitive.
4. According to the degree of novelty and originality, there are two types of thinking: reproductive and productive (creative).
5. By means of thinking, thinking is distinguished: verbal and visual.
6. According to the functions, thinking is distinguished: critical and creative[2;126].

The concept of "creative thinking" and its features

The formation of creative abilities is based on the development of creative thinking and especially such components as:

Analytical (conceptual and logical thinking): logic, mobility, selectivity, associativity, intelligence, ability to differentiate, etc.;

Emotional (sensory -imaginative thinking): brightness of images, emotional assessment of events, facts, phenomena.

Creative (visual and effective thinking): the search for rational solutions, unconventionality (the manifestation of individuality, originality, overcoming stereotypes), the ability to anticipate the result, the desire to synthesize the best knowledge and skills in the activity, the choice of the most acceptable solution from possible options and the ability to justify the correctness of the choice.

After analyzing my lessons and the lessons of my colleagues, I came to the conclusion that the development of creative abilities in English classes will be more effective if the following conditions are taken into account:

- the need for professional skills, competence of the teacher;
- the presence of a high material and technical base of the educational institute and good interaction of methodological and socio-pedagogical services;
- the presence of a favorable psychological microclimate or trusting relationship;
- classes are conducted systematically, and qualified scientifically-based guidance of students' creative activities is carried out;
- the process of formation of creative abilities is directly related to educational, cognitive and practical activities;

- pedagogical techniques, forms and methods of teaching English correspond to the age-specific individual characteristics and psychophysiological capabilities of students;
- the use of a system of personal and socially significant educational and creative tasks of different levels of complexity, focused on the individuality of the student, the degree of his preparedness; rejection of administrative and command forms and methods of work;
- the formation and development of positive personality qualities (creativity, emotional responsiveness, artistic taste, diligence, love of the Motherland, love of the native language and other languages, respect for oneself and others, etc.) is carried out, including on the basis of learning English[3;75].

The teacher should guide the students, promote the development of their creative skills in each lesson. Only in the process of purposeful hard work it will be possible to form certain qualities and achieve interest in the lessons. The variety of forms of didactic work generates a variety of student targets, the amount of time spent on independent work increases. The acquisition of knowledge, skills and skills of independent work teaches students to creative work, develops creative thinking, creates prerequisites for their application in the system of professional activity, improves the ability of oral and written communication, giving preference to the expression of opinions, emotions, and feelings, as well as the ability to argue. The more diverse tasks are used, the more effective the results.

I would single out the following forms of work on the development of creative skills: practical exercises, the use of songs and poems; keeping diaries, the use of computer programs, work with abstracts and projects, business games, conferences; work with text, dialogue or monologue, constructed in an unusual way.

The directions of students' creative activity are most clearly manifested in their hobbies. They make something out of natural and other metal, are fond of literature, keep diaries, do photography, collect collections, communicate with nature, correspond with foreign friends, look for unusual things in ordinary and everyday life. Such hobbies can be used to activate the cognitive activity of students in foreign language lessons. At the request of the teacher, students can bring photos, postcards, letters, objects from their collections to the lesson, which enliven communication in a foreign language, make this communication more meaningful, intimate and interesting for its participants. The task of the teacher is to deeply study and know the hobbies of students, use them for creative self-expression in the classroom.

Currently, in the practice of teaching foreign languages in Kazakhstan, the project method is widely used, which introduces students to research activities, develops their creativity, independence and originality of thinking. Project activity significantly expands and deepens students' knowledge in the process of working on a project, teaches them to interact with each other, masters the ability to use the language, forms general academic intellectual skills of working with information in English. The students' thoughts in this case are occupied with how to solve the problem, what rational solutions to choose, where to find convincing arguments proving the correctness of the chosen path. When performing creative tasks, students use additional

literature, mass media, and Internet resources. Having sufficient experience working on projects, I would highlight the following stages of work:

1. Stimulation, presentation of situations that allow you to identify one or more problems on the topic under discussion. In other words, I provoke students to project work: I've got a new flat. Would you like to learn something about it? Ask me questions! And what about you? Perhaps you'll do a project about your flat. (listening/speaking) activate it.
2. Choose the topic of the project. Hypotheses for solving the identified problem (brainstorming). Discussion and justification of each of the hypotheses. At the stage, work is underway with the whole class, students express wishes, argue, offer something (forms of discussion).
3. Practising Language skills. The teacher helps students with the selection of vocabulary (asking questions, indirect speech).
4. Designing the written material. Discussion of verification methods from accepted hypotheses in small groups (each group has a hypothesis), discussion of possible sources of information to verify the hypothesis put forward.
5. Students work in groups, compiling questionnaires, surveys to cover the topic of the project (writing, speaking). Collecting information by questionnaires, interviewing (speaking/writing + reading/listening). Collaging information. At the same time, students can work individually and in groups, draw diagrams, diagrams, summarize the information received.
6. Protection of projects (hypotheses for solving the problem) of each of the groups with opposition from all those present Organization and display of the material: combining all the material into a single whole and obtaining the final product. And it can be a wall newspaper, a city guide (district, apartment), a clamshell book, a small presentation, a conference, a magazine, etc.

The creative nature of the tasks offered during various contests, games and competitions contributes to better memorization and assimilation of various grammatical phenomena, the expansion of vocabulary, the development of monologue and dialogical speech [4;92].

Currently, the use of such collective forms of work (learning in cooperation) contributes to the realization of educational learning goals: students become subjects of communication, learn to perceive, comprehend, and evaluate the position of another person, regulate their behavior according to the conditions of communication. In this type of activity, a person of culture is formed — a creative personality.

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THE USE OF AUTHENTIC AUDIOVISUAL AND PRINTED MATERIALS IN TEACHING ENGLISH TO UNIVERSITY STUDENTS OF SEMEY: BENEFITS AND CHALLENGES

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Introduction

When teaching English, the choice of teaching materials being used plays an important role for the efficiency of the teaching process and productivity of the learning process. Due to the globalization and the rapid development of Internet teachers and students have a great access to the different sources. There are a lot of books and tutorials in a free access but there are also different other materials that are used by native speakers in real-life situations which can also be used in teaching and learning English. The theoretical part of this work focuses on the previous research made on this topic; the literature review method is employed in order to generalize the definitions of authentic materials, to provide their main classification and to underline their advantages. The practical part of the article provides the results of the survey